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ABSTRACT

Two experimental designs were used to test the hypothesis that abbreviations in classified advertisements decrease the reader's comprehension of such ads. In the first experimental design, 73 high school students read four ads (for employment, used cars, apartments for rent, and articles for sale) either with abbreviations or with all abbreviations eliminated. Both forms of ads were followed by comprehension questions. The 93 high school students participating in the second experimental design read the ads both with and without the abbreviations but in different orders of presentation and sometimes with a lapse of one week between readings. The findings were the same in both of the experimental designs. Regardless of test conditions, order of presentation, and time lapse between completion of both forms of experiment, the mean correct scores of the subjects were significantly lower on the form with abbreviations than on the form without abbreviations. A grade-by-grade analysis of the data showed that the differences between scores on the two forms occurred in all grades, although the differences were not significant in the twelfth grade sample. The analysis by grade also showed a trend of decreasing differences between the two forms as educational level increased. (The ads and their comprehension questions are attached.) (RL)

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Abbreviations: Their Effects on Comprehension of Classified Advertisements

By Kirstin R. Sokol

Submitted in Partial Fulfillemnt
of the Requirements for
Language Communications 290

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Abbreviations: Their Effects on

Comprehension of Classified Advertisements

Reading scores are on the decline! SAT scores continue to drop! Why can't Johnny read? These and other cries have become much too familiar to educators over the past several years. Even as recently as last week, more than 24,000 students in the fourth and seventh grades in the New York City public school system were denied promotion to the next grades because they were reading too far below grade level. The "back-to-basics" movement has spread nationwide, and the publishing companies have responded. A quick glance through the publishers' textbook catalogues will reveal new kits and book series dedicated to teaching functional reading. Examples include Real Life Reading Skills published by Scholastic Book Services, Reading with a Purpose published by Harcourt, Brace and Jovanovich, and Reading Skills for the Real World published by the CBS Educational Publishing Company. They are designed to teach students the very basic skills they will need as they grow older and begin to have more responsibility. Activities such as completing applications, writing checks, and reading newspaper advertisements are stressed in these curricula. It is felt that, even if students cannot read Shakespeare or Thoreau or discuss the events leading up to the Civil War, at least they will be literate enough to meet the demands of our increasingly complex society.

Efficient use of the classified advertisement section of a newspaper is a skill invaluable to students. They could find jobs to support themselves, apartments to live in, or cars to drive. They could even advertise their services and skills for potential employers. Unfortunately, reading classified advertisements, which may seem to be a simple task of deriving

meaning from a small group of words is, in fact, rather difficult. One word is often used to convey an entire sentence or phrase. For example, the word complete in the phrase "15 gallon aquarium, complete" means that when the aquarium is purchased, the other equipment necessary to operate and maintain the aquarium, such as a filter, is included.

To further complicate matters, classified ads are frequently written with abbreviations. These abbreviations are often non-standard. In other words, the abbreviations cannot be found in dictionaries or other reference sources. Words are even abbreviated differently in the same newspaper. For example, one newspaper may abbreviate the word benefits as bens., bts., bnfts., or bfts.. The dictionary does not list an abbreviation for the word benefits(Webster's Seventh New Collegiate Dictionary, 1971).

Classified advertisements use abbreviations to reduce the cost to the advertiser of placing the ad. However, the advertiser may be losing potential buyers or applicants who misunderstand the advertisement because of the abbreviations and do not make further inquiries. It is worth noting that studies have shown that not only high school students and those with less formal education have difficulty identifying abbreviations, but graduate and undergraduate university students do as well(Pyrczak, 1978; Pyrczak, 1980). In the long run, the cost to the advertiser may be greater than if the words in the advertisement had, initially, not been abbreviated.

More important, however, is the reader. The cost to the reader may be far greater if the advertisement is misunderstood and, therefore, overlooked because of the abbreviations. A possible job or a new home could be passed by, an opportunity lost. It is for the reader that this study was undertaken.

The problem the present study seeks to resolve is whether or not

abbreviations in classified ads decrease the reader's comprehension of the advertisement itself. To attempt to answer the question, an experimental hypothesis was developed. The hypothesis is that abbreviations in classified ads do decrease the reader's comprehension of the advertisement. Two designs were used to test the hypothesis.

Several limitations were imposed upon this study and they bear discussion at this time. The time constraint was the most limiting. The subjects in the study were public high school students who had only two weeks of school remaining before summer vacation. There was no opportunity to do a pilot study of the questionnaire which was developed specifically for this project. As a result, the instrument has not been refined or revised. The questionnaire will be discussed further in Chapters III and IV.

Two factors may also affect the external validity of the study. All participating students attend a small suburban high school in southwestern Pennsylvania which may limit the generalizability of the results to a larger population. In addition, because the students knew they were part of an experiment, the Hawthorne effect may affect the validity of the results.

Chapter II

In 1971, Harris and Associates constructed the National Reading Difficulty Index in which they tested and analyzed the functional reading ability of people 16 years and older. One of the test items required the respondents to answer questions about a classified advertisement. However, the researchers modified the format of the ad as it might be found in a classified section of the newspaper. They omitted all the abbreviations. The rationale was "to prevent failure from the inability to recognize unfamiliar symbols and abbreviations that may not be used consistently throughout the country"(Harris and Associates, 1971, p. 12). This modification may account for the respondents' relatively high scores. Ninety-three percent of the high school graduates had perfect scores on the classified ad section of the test. Brown and Bowditch(1979) reported similar results. In a sample of 1,250 adults, nine-tenths of the respondents scored 100% when answering three literal comprehension questions related to a classified advertisement written without abbreviations. When testing functional reading skills, it would seem that the test should simulate as closely as possible the conditions under which the actual reading would occur. This would mean testing the respondents' ability to read and answer comprehension questions about a classified advertisement as it is found in a newspaper, complete with abbreviations.

Pyrczak(1978) constructed an instrument to test knowledge of abbreviations in classified employment advertisements. Thirty-four graduate students of education constituted his sample. Most of them were state-certified public school teachers. There were 26 abbreviated words and phrases selected directly from several newspapers. The examinees were

required to write out the complete word or words for each of the abbreviations. Some of the abbreviations listed on the test were: ofc. wk. for office work, Exp'd for experienced, and Grnd. Flr. for ground floor.

Pyrczak found that the 14 students in the sample majoring in vocational rehabilitation had a mean score of 23.14 correct responses out of a possible 26, or 89% of the total score. Only three students had perfect scores. Pyrczak noted that these adults had never had any systematic instruction in the reading of classified ads which may account for their fairly low scores.

As a follow-up to that study, Pyrczak(1980) constructed a test which used abbreviations within classified employment ads rather than just presenting the examinees with a list of isolated abbreviations. He wanted to determine the effects of abbreviations on comprehension of the ads themselves. Three employment ads were selected from the classified ad section of a major metropolitan newspaper. The ads remained as they were originally written in the paper on the first page of the test instrument; only the addresses and telephone numbers were changed. The second page included the same three employment ads but, instead, all the words were written out completely, omitting any abbreviations. Then 14 literal comprehension questions were written for each of the three ads and printed under the respective ads on both pages of the instrument. The subjects were asked to complete both pages of the questionnaire but once they had completed page one and begun page two, they were not permitted to turn back to page one for any reason.

The first group of subjects were 84 students in grades nine through twelve in a Dallas, Texas high school identified as "average" by a reading specialist. One hundred twenty-seven ninth graders enrolled in accelerated

English classes in a Los Angeles, California high school comprised the second group. The third group consisted of 33 eleventh and twelfth graders enrolled in a journalism class in a Los Angeles area high school. The fourth group consisted of 47 public school teachers enrolled in graduate courses at California State University in Los Angeles.

As Pyrczak predicted, all groups scored higher on the test without abbreviations. The difference between the means of the scores on the two tests was significant at the .001 level using a t-test analysis. The first group scored a mean of 81% correct on the test with abbreviations and 85% on the test without abbreviations for a 4% mean gain. The fourth group also showed a mean gain of 4%, scoring a mean of 88% correct on the test with abbreviations and 92% on the test without abbreviations. The accelerated ninth grade sample, the second group, and the eleventh and twelfth grade journalism students, the third group, both scored a mean gain of 8%. The second group increased from a mean of 81% correct to 89%, and the third group from 88% to 96%.

These results are considerably different from those of Harris and Associates(1971) and Brown and Bowditch(1979). It appears that these differences could be attributed to the abbreviations within the classified ads. The results also seem to suggest that some teaching of abbreviations and reading classified ads be considered in the schools.

Cronnell(1970) discussed the teaching of abbreviations in beginning reading as it applies to the Southwest Regional Laboratory Model 2 Reading Program, a program for teaching reading skills in grades K-3. He suggested that only those abbreviations which occur more frequently than their complete forms be taught in beginning reading such as Mr. and Dr.. Most abbreviations are irregular in terms of spelling-to-sound correspondances and, therefore,

may be introduced as sight words, but not until after all their component letters have been taught. Cronnell cautioned that, with the exception of those abbreviations previously mentioned, abbreviations should only be taught after the complete words are known.

In the first volume of a series of readers designed to teach functional reading skills to students of English as a second language, Hoel, Hubbard, and Clark(1977) included a section on renting an apartment. While no specific classified advertisement was shown, the authors provided the students with a list of 72 abbreviations that might be encountered in the classified ad section of a newspaper while looking for a suitable apartment. The exercise asked the students to identify as many of the abbreviations as possible and try to guess the answers to the others. The remaining abbreviations were to be looked up in a dictionary, a newspaper, or the answer key. Perhaps a teacher's follow-up, while not mentioned by the authors, would be to read some classified ads with abbreviations. The teacher might ask questions concerning the content of the ad or the students could describe the apartment and the conditions under which it would be rented according to the ad. The students might even write an ad and have others read and respond to it. Another publication(Hawaii Newspaper Agency, Inc., 1973), written for students of English as a second language,suggested that the teacher make up a list of abbreviations commonly found in the classified ad section of the newspaper and teach them. Unfortunately, no suggestions about how to teach the abbreviations were made.

An issue mentioned by both Pyrczak(1978) and Harris and Associates(1971) deserves some discussion. Pyrczak observed that advertisements for lower status jobs tended to contain more abbreviations than those for higher status jobs. Harris and Associates cited that numerous studies document the

correlation between reading ability and income among adults. It would seem, then, that people looking for lower paying jobs would have even greater difficulty reading the classified advertisements because of the abbreviations. These are the people who would have benefitted the most from some formal instruction in abbreviations and reading classified ads.

In summary, the research on the effects of abbreviations on comprehension of classified advertisements is limited. However, it seems reasonable to assume that abbreviations make comprehension of written material more difficult and that some teaching of the meanings of abbreviations or of how they can be derived will benefit most students. It is the purpose of this study to support this assumption.

Chapter III

Two experimental designs were used in this study. However, the same measurement instrument was utilized in both designs. The instrument was a questionnaire. Four classified ads-an employment ad, a used car ad, an ad for an apartment for rent, and an ad for articles for sale-were selected from a metropolitan newspaper and duplicated on the questionnaire. The phone numbers, addresses, and names of companies were changed. Ten literal comprehension questions were written for each of the four ads for a total of 40 questions for the respondants to answer. It was intended that the respondent needed to understand the abbreviations before each of the questions could be answered correctly. The questionnaire had two forms, similar to Pyrczak's(1980) study. The first form contained ads as they were written in the newspaper, abbreviations included. This form will be referred to as Form A throughout the remainder of the paper. All words were completely written out in the second form of the questionnaire; all abbreviations were eliminated. This form will be referred to as Form B throughout the remainder of the paper (see Appendix A for copies of both forms of the questionnaire).

Comprehension of the classified advertisements on both Form A and Form B of the test questionnaire was measured by the respondants' total number of correct responses. Mean correct and mean percent correct scores were calculated for each experimental group.

Design #1

The subjects participating in the first design of the study were students enrolled in basic English classes at South Park High School in Library, Pennsylvania. There were a total of 74 students, 29 in the ninth

grade, 18 in the tenth grade, 12 in the eleventh grade, and 15 in the twelfth grade. The students completed the questionnaire during a scheduled English class. The classes were selected by school period to coincide with times I was available to administer the questionnaire.

I informed the students that they were participating in a study I was conducting for course requirements at the University of Pittsburgh. They were asked to do the best they could and to answer each of the questions using the appropriate advertisements. If they could not find the answer to the question in the ad, I told them to write the words Not Given in the answer space.

The two forms of the questionnaire were randomly distributed in each of the four classes. The students were asked to write only their grade level and not their names on the questionnaire.

After all students had completed the questionnaire, I discussed the two forms of the questionnaire and the purpose of my study. I thanked them very much for their assistance.

Design #2

The 93 subjects participating in the second experimental design were tenth grade students enrolled in accelerated or college preparatory English classes at South Park High School in Library, Pennsylvania. The students were given the same questionnaire with the same instructions as in Design #1. However, all students completed both forms of the questionnaire. Two control conditions were introduced, the order of presentation of the forms and the time lapse between completion of both forms.

Group I consisted of 23 students. They were given both forms of the questionnaire stapled together. Form A was on top and, thus, was the first form to be completed. The students were asked, that after they had completed

page one(Form A) and turned to page two(Form B), not to turn back to page one for any reason. This was the experimental design used by Pyrczak(1980).

Group II,consisting of 17 students, was also given both forms of the questionnaire stapled together but Form B was on top and, thus, completed first. The students received the same instructions about page turning as Group I.

Groups III and IV also completed both forms of the test, but there was a time lapse of one week between the completion of the first and second forms. I assigned a number to each student in both groups during the first testing session and asked the students to write it above their grade level on their questionnaires. Before the students handed in their questionnaires, I asked them to remember their assigned numbers so they could write it on the questionnaire they would receive the next week. All the students remembered their numbers the following week for a successful matching of the two forms. In addition, neither Group III or Group IV was told about the purpose of the experiment until after both forms had been completed.

The 19 students in Group III received Form A first and a week later they received Form B. The 35 students in Group IV received the forms in the reverse order.

The purpose of this second design was to show that it is the abbreviations which account for the lower scores on Form A, not the order of presentation or the time frame in which both forms were completed. This allows comparisons of the same student's performance on both tasks.

Chapter IV

The results of the study support the hypothesis that abbreviations in classified advertisements decrease comprehension of the advertisements themselves. The findings were the same in both of the experimental designs.

Design #1

Using a one-tailed *t*-test for independent samples, the mean correct score for all students in grades nine through twelve was significantly lower on Form A than on Form B, t (65) = 5.11, $p < .001$. The mean percent correct score for all grades was 66% on Form A and 81% on Form B, a difference of 15%.

Table 1

Mean Number of Correct Responses

on Form A and Form B for All Grades

Sample	Form A		Form B		Differences			
	n	*M*	*n*	*M*	in *M*	*df*	*t*	*p*
All Grades	41	26.56	33	32.21	5.65	65	5.11	<.001

When the results are analyzed by grade, the mean correct scores are lower on Form A than on Form B in all four grades, eventhough the difference in the twelfth grade sample is not statistically significant, t (9) = 1.22, $p < .126$. The mean correct score for the ninth grade on Form A was significantly lower than on Form B, t (27) = 3.96, $p < .001$. In addition, the mean percent correct score on Form A was 19% lower than on Form B. The mean correct score for both grades ten and eleven of Form A was significantly lower than on Form B at the .01 level. The mean percent correct score on

Form A was 12% lower than on Form B in grade ten and 19% lower in grade eleven.

Table 2

Mean Number of Correct Responses

on Form A and Form B for Each Grade

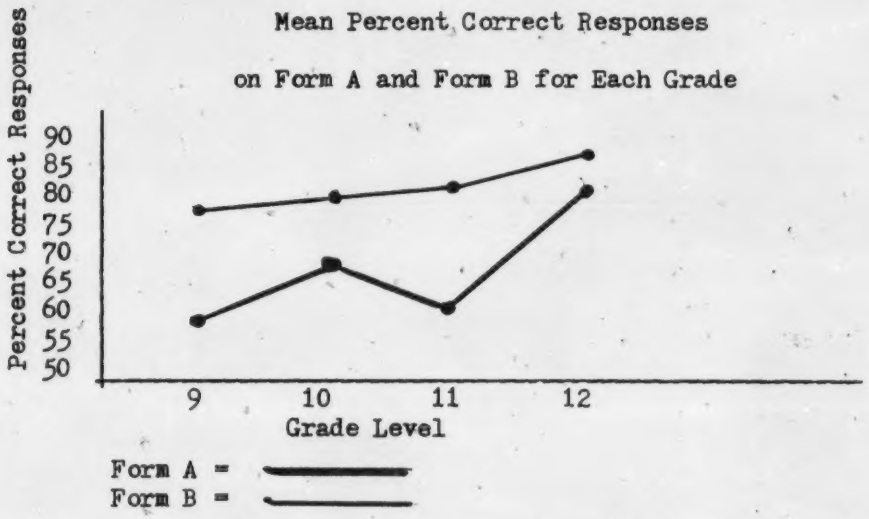
Sample	Form A n	Form A M	Form B n	Form B M	Differences in M	df	t	p
Grade 9	17	23.59	12	31.08	7.49	27	3.96	$<.001$
Grade 10	9	27.11	9	31.89	4.78	11	4.78	$<.006$
Grade 11	6	25.00	6	32.33	7.33	7	3.43	$<.006$
Grade 12	9	32.67	6	34.83	2.16	9	1.22	$<.126$

While not exactly a linear relationship, the difference between the mean correct and mean percent correct scores on Form A and B seems to decrease as education level increases.

Graph 1

Mean Percent Correct Responses

on Form A and Form B for Each Grade



To show this relationship more clearly because the eleventh and twelfth grade samples were small, the scores for grades nine and ten were combined as were the scores for grades eleven and twelve. The mean correct score for the combined nineth and tenth grade sample was significantly lower than on Form B, t (41) = 4.95, $p < .001$. The same held true for the combined scores of the eleventh and twelfth grade sample, t (24) = 2.42, $p < .011$.

Table 3

Mean Number of Correct Responses

on Form A and Form B for Combined Grades

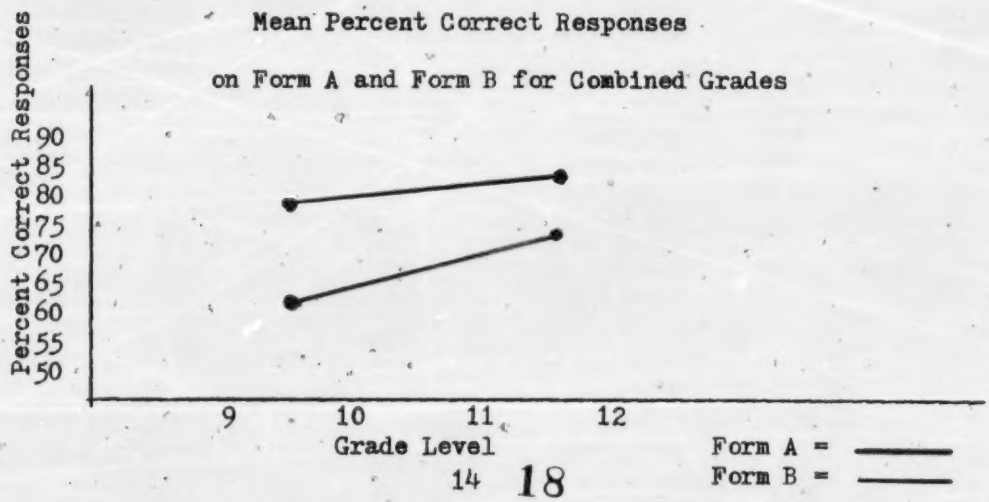
Sample	Form A n	Form A M	Form B n	Form B M	Differences in M	df	t	p
Grades 9/10	26	24.81	21	31.43	6.62	41	4.95	< .001
Grades 11/12	15	29.60	12	33.58	3.98	24	2.42	< .011

The mean percent correct for the combined nineth and tenth grades on Form A was 17% lower than on Form B, while the combined eleventh and twelfth grade score was 10% lower.

Graph 2

Mean Percent Correct Responses

on Form A and Form B for Combined Grades



Design #2

The results showed that, regardless of the two test conditions, order of presentation and time lapse between completion of both forms of the questionnaire, the respondents mean correct scores were significantly lower on Form A than on Form B.

When Form A was presented first, the difference in mean correct scores was significant at the .001 level in both time conditions.

Table 4

Mean Number of Correct Responses when Form A was Completed First in Two Time Conditions

Sample	Form A n	Form A M	Form B n	Form B M	Differences in M	df	t	p
Group I	23	29.65	23	34.35	4.7	22	6.59	<.001
Group III	19	29.78	19	35.16	5.4	18	9.80	<.001

When Form B was presented first, the differences in mean correct scores were significant at the .01 level in both time conditions.

Table 5

Mean Number of Correct Responses when Form B was Completed First in Two Time Conditions

Sample	Form B n	Form B M	Form A n	Form A M	Differences in M	df	t	p
Group II	17	35.47	17	33.41	-2.1	16	3.31	<.002
Group IV	34	34.44	34	33.32	-1.1	33	2.50	<.008

Chapter V

The results of this study support the hypothesis that abbreviations in classified advertisements decrease comprehension of the advertisements themselves. Pyrczak's 1980 study is also supported. In addition, the validity of the classified advertisement sections of the studies by Harris and Associates(1971) and Brown and Bowditch(1979) comes into question because abbreviations were not used. Real functional literacy cannot be measured when the test inaccurately represents the skill it is designed to test. Classified advertisements are written with abbreviations and the results of this study show that comprehension decreases when abbreviations are used in a classified ad. Therefore, it could be expected that had Harris and Associates and Brown and Bowditch tested the ability to read classified ads with abbreviations, their subjects' scores would have been lower.

A grade-by-grade analysis of the data in Design #1 demonstrated that the differences between scores on the two forms of the questionnaire occurred in all the grades further supporting the hypothesis. Eventhough the differences were not significant in the twelfth grade sample, the students still performed better on the form without abbreviations, Form B.

The analysis by grade also showed a trend of decreasing differences between the two forms as education level increases. It could be concluded that a high school senior has had more experience both with abbreviations and reading classified advertisements. At age sixteen, high school students can get part time jobs with working papers from their schools and can drive cars. The classified ad section of the newspaper is a good resource for them to use to find a job or a used car they can afford. Before students

are sixteen, there may be less reason for them to read that section of the newspaper.

In school, students can also get experience using classified ads. A course entitled Careers is offered at the high school all the students in this study attend. One of the units deals with finding a job by using the classified ad section of the newspaper to complete an assignment. The course is offered to all students but most of the students enrolled are eleventh graders. It appears that greater exposure and some instruction in abbreviations and reading classified ads lowers the possibility that abbreviations will decrease comprehension of classified ads.

Group I in Design #2 completed the questionnaires by the same method as Pyrczak's(1980) subjects. The results of both studies are similar though my results show a 12% difference between the two forms while Pyrczak's differences ranged from 4% to 8%.

In Design #2, it appears that a time lapse of one week does not affect the students' performance on the tests. The mean correct scores between between the two time conditions remain lower on Form A than on Form B. A difference of 1% was found when Form A was presented first and a 2% difference when Form B was presented first.

However, the order of presentation of the two forms does seem to affect the student's score. When comparing the four groups, the mean scores on Form B are nearly the same. The mean percent correct on Form B was 86% for Groups I and IV, 88% for Group II, and 89% for Group III. The order of presentation had little effect on the comprehension of classified ads written without abbreviations.

The situation changes when mean scores on Form A are examined. When students completed Form A first, a mean percent score of 74% was found when

Forms A and B were completed consecutively and a mean percent score of 75% was found when Forms A and B were completed with a time lapse of one week. When Form B was completed first, however, scores of 84% and 83% were found. It appears that the students were able to recall some of the information on Form B and increase their comprehension of the classified ads. I predict that it is the words for the abbreviations that they recalled and not other information but this cannot be shown by the results of this study. Further research could clarify the situation considerably.

The implications of this study are clear. Students need some type of instruction in abbreviations and reading classified ads. The results indicate that students have difficulty understanding classified ads even when abbreviations are not used. On an average, the nineth graders in this study did not understand 22% of the advertisements they were reading when all words were completely written out. That is almost one fourth of the information presented.

The results also suggest that the more exposure to and experience with abbreviations and classified ads people have, the less likely they are to misunderstand the information available. While entire curricula should not be written around the findings of this report, an important skill has been identified that needs to be included in a student's reading education.

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Grade Level_____

Please read each advertisement carefully. Then read each question and write your answer on the line at the right of the question.

> LUGGAGE-Amer. Tourister, port. hair dryer, ice skates, 3 twin headboards, guitar, Mag. flr. ster., twin canopy bed, port. blk/wh TV, 15 gal. aquarium comp., 777-4423

1. How many items are for sale? 1._____
2. What company makes the stereo that is being sold? 2._____
3. How much water does the aquarium hold? 3._____
4. Could you put the hair dryer in a suitcase? 4._____
5. What kind of television is for sale? 5._____
6. Could you carry the television yourself easily? 6._____
7. How many canopy beds are being sold? 7._____
8. Could the stereo be put on a table or a bookshelf? 8._____
9. Does the aquarium include more than just the tank? 9._____
10. What company manufactures the hair dryer? 10._____

> BUICK-'76 Regal, auto., a/c, p/s, p/b, p/wind., p/dl, p/seats, cruise, rear de-frost, am/fm, 50,000 mi., good cond., $1,995, 221-8675

1. Does the car have a clutch? 1._____
2. Is there a handle on the car door with which to roll down the windows? 2._____
3. Do you have to pay for the car in cash? 3._____
4. Can you set the car at a certain speed and have it stay there without having your foot on the gas pedal? 4._____
5. What kind of a radiondoes the car have? 5._____
6. In what year was the car made? 6._____
7. What is the condition of the car? 7._____
8. Can the inside of the car be cooled off? 8._____
9. Can you move the seats in the car automatically? 9._____
10. Can the driver lock all the doors at once with one button? 10._____

BEST AVAILABLE COPY

Grade Level_____

SPRINGFIELD-remod. 1BR, w/w, a/c, eq. kit., drapes, $325 incl. utils., 333-2778 aft 6.

1. Do you have to pay extra money for heat in this apartment? 1._____
2. How are the floors covered? 22_____
3. Can you call about the apartment at 2 o'clock in the afternoon? 3._____
4. Do some of the windows have curtains on them already? 4._____
5. Is the apartment the same now as it was when it was built? 5._____
6. Will you need a fan to keep your home cool? 6._____
7. How many rooms does the apartment have? 7._____
8. What does it cost to rent this apartment for 1 month? 8._____
9. Does the kitchen already have a refrigerator? 9._____
10. How many bedrooms are there in this apartment? 10._____

ADM. SECRETARY $12,000-Pd. Bnfts. Industrial bkgd. Gd. skills, poise & grooming. Call 555-3252. FREETOWN Empl. Agcy., 710 Washington Rd., Freetown.

1. Is a college education necessary for this job? 1._____
2. Is any experience as a secretary necessary for the job? 2._____
3. What kind of secretary is being advertised for? 3._____
4. Would you call the company directly for which you would be working if you got the job? 4._____
5. What kind of skills are necessary for this job? 5._____
6. What kind of experience should you have for this job? 6._____
7. Who placed the advertisement? 7._____
8. What is the salary for the job for one year? 8._____
9. Is your salary all you will receive for working on the job? 9._____
10. Will you be covered by Blue Cross or Blue Shield if you had the job? 10._____

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Appendix A

Form B

Grade Level_____

Please read each advertisement carefully. Then read each question and write your answere on the line at the right of the question.

> LUGGAGE-American Tourister, portable hair dryer, ice skates, 3 twin headboards, guitar, Magnavox floor stereo, twin canopy bed, portable black and white television, 15 gallon aquarium complete, 777-4423

1. How many items are for sale? 1._____
2. What company makes the stereo that is being sold? 2._____
3. How much water does the aquarium hold? 3._____
4. Could you put the hair dryer in a suitcase? 4._____
5. What kind of television is for sale? 5._____
6. Could you carry the television yourself easily? 6._____
7. How many canopy beds are being sold? 7._____
8. Could the stereo be put on a table or a bookshelf? 8._____
9. Does the aquarium include more than just the tank? 9._____
10. What company manufactures the hair dryer? 10._____

> BUICK-1976 Regal, automatic, air conditioner, power steering, power brakes, power windows, power doorlocks, power seats, cruise control, rear de-froster, aa/fm radio, 50,000 miles, good condition, $1,99?. 221-8675

1. Does the car have a clutch? 1._____
2. Is there a handle on the car door with which to roll down the windows? 2._____
3. Do you have to pay for the car in cash? 3._____
4. Can you set the car at a certain speed and have it stay there without having your foot on the gas pedal? 4._____
5. What kind of a radio does the car have? 5._____
6. In what year was the car made? 6._____
7. What is the condition of the car? 7._____
8. Can the inside of the car be cooled off? 8._____
9. Can you move the seats in the car automatically? 9._____
10. Can the driver lock all the doors at once with one button? 10._____

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Grade Level_____

SPRINGFIELD-remodelled 1 bedroom, wall-to-wall carpeting, air conditioning, equipped kitchen, drapes, $325 a month including utilities, 333-2778 after 6in the afternoon.

1. Do you have to pay extra money for heat in this apartment? 1._____
2. How are the floors covered? 2._____
3. Can you call about the apartment at 2 o'clock in the afternoon? 3._____
4. Do some of the windows have curtains on them already? 4._____
5. Is the apartment the same now as it was when it was built? 5._____
6. Will you need a fan to keep your home cool? 6._____
7. How many rooms does the apartment have? 7._____
8. What does it cost to rent this apartment for 1 month? 8._____
9. Does the kitchen already have a refrigerator? 9._____
10. How many bedrooms are there in this apartment? 10._____

ADMINISTRATIVE SECRETARY $12,000-Paid benefits. Industrial background. Good skills, poise and grooming. Call 555-2525. FREETOWN Employment Agency, 710 Washington Road, Freetown.

1. Is college education necessary for this job? 1._____
2. Is any experience as a secretary necessary for the job? 2._____
3. What kind of secretary is being advertised for? 3._____
4. Would you call the company directly for which you would be working if you got the job? 4._____
5. What kind of skills are necessary for this job? 5._____
6. What kind of experience should you have for this job? 6._____
7. Who placed the advertisement? 7._____
8. What is the salary for the job for one year? 8._____
9. Is your salary for the job all you will receive for working on the job? 9._____
10. Will you be covered by Blue Cross or Blue Shield if you had the job? 10._____

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